

мы способствуем у будущих врачей развитию и пониманию такой разновидности компетенции как лечебная деятельность – готовность к ведению и лечению пациентов, нуждающихся в оказании медицинской помощи при наличии патологии кишечника.

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“PORTFOLIO AS A METHOD OF PRACTICAL ORIENTED TEACHING OF POLICLINIC THERAPY COURSE FOR OVERSEA STUDENTS AT THE GENERAL MEDICINE CHAIR”

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Introduction. *“Quality of medical service cannot be higher than medical education level” (WHO).* Innovation technology and modernization of educational process in medicine is the most important task now in our University. The main role of General medicine chair consist of application of theoretical knowledge and practical skills of students in real clinical situation in outpatient conditions.

That’s why more objective estimation of each student for personal teaching and motivation to self-education require of modification of control methods of teacher and *self-control of students*. Our current task is to involve students in this process using “...internal tool of assessment which motivates of students from yourself- “*inside*”-to self-education” [1].

Now the “portfolio”-method (“PF”) have the great popularity among different studying persons and students of high medical school too in all countries of world [2]. “PF” is the modern form of independent evaluation of educational results, answers the purposes of practical-oriented education, forms the ability to determine goals, plans, organizes and monitors the own studying action. Structure of “PF” has principle differences depend on the main purpose, character of academic establishment and peculiarities of studying subject [3, 4].

This methodic we used during summer practice and policlinic therapy cycles among 4-5 courses treatment faculty students of VGMU from 2014r [5, 6].

Aim of investigation - to estimate the possibilities and meaning of modern assessment of personal oversea student’s achievements during policlinic therapy cycles using specific form – *portfolio of student*.

Material and methods. Analysis of personal evaluation of *initial* and *final* levels of theoretical knowledge and practical skills among 120 of 4 and 5-year oversea students on the

main positions of policlinic therapy course themes were performed in 2016-17 academic year using “PF”.

The structure of our “PF” is based on wellknown system of methodical directions for independent preparation of students for practical classes on clinical disciplines with next parts: *student should know* and *student should be able to do* with obligatory objective assessment in marks of self preparing level on main positions on studied themes with responsibility for dates.

Results. *The most serious and common problems* is disability of students to *objective evaluation* of their own preparation both as increasing (*exaggeration* of level of knowledge and skills in more ambitious students) and decreasing (*underestimation* – in non self-confidence persons) of their marks comparing with teacher’s marks.

More than 50% expressed consider that “portfolio” is a popular, progressive and effective method for “adult” evaluation of professional competence, 18 % of students believe that structure and method require of improving.

Formal relation of some students to “next not important paper” without understanding of meaning of this action for their own development decreases the value of method.

Investigation showed the importance of using this modern assessment method both - *for students* for forming more objective estimation of *personal professional competence* on clinical discipline and *teachers* for evaluation of current state and monitoring of academic process with forming of *individual educational trajectory* for student [7].

The teacher should analyze the students marks, determine the positions with *min marks* in the vast majority of students - the “sick” places – to pay attention for more detailed discussion during classes and separate of students in group with low level of preparing for personal work.

“PF” may demonstrate the efficacy of educational process: than more differences between two positions than more effective teaching, present possibility to evaluate the *speed of educational moving* that is the determining motivation factor with obligatory quantities of the control – *objectivity, regularity, presentable*.

Besides this “PF” as a “bag with documents” collects all kinds of practical skills during classes: studying “doctor’s” diaries of out-patients after admission with practitioners, prescriptions, final control work and student may master the definite practical skill.

“PF” means pedagogical relationship and passing from *authority assessment* of teachers to more *democratic* taking account self-evaluation of students.

Using of “PF” creates the optimal conditions for yourself-understanding, -presentation and – development (mastering) of students and rising their motivation to active participation in taking of knowledge and changing of the academic process – from “teaching to learning”

At first day students have the most difficulties in filling “portfolio” and it takes more time, next days more students are very attentive and with interest and responsibility fulfill “PF” to evaluate yourself more objectively.

Conclusion. Traditional control methods of assessment knowledge and skills of students are needed in improving and mastering.

Necessity to form in students objective evaluation of own level of preparing for raising motivation to active participation in teaching-learning process and yourself education for improving professional competence - it is clear.

In student’s consciousness the final mark for classes should be associated with *definite level of professional competency*.

This type of “PF” on our opinion may be the first step of forming of adult objective relation of future doctor to own level of professional competence and competitiveness during independent work - “*long life education*” [10].

We invite to active challenge your pedagogical experiments, discussion and will be grateful for your comments.

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СРАВНИТЕЛЬНАЯ ХАРАКТЕРИСТИКА УЧЕБНОЙ МОТИВАЦИИ СТУДЕНТОВ 1 И 2 КУРСА ЛЕЧЕБНОГО ФАКУЛЬТЕТА ВГМУ

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Эффективность подготовки будущих врачей во многом определяется способностью системы высшего медицинского образования реализовывать принципы проблематизации, диалогизации, индивидуализации и персонализации образовательного процесса. Особое место в использовании этих принципов занимает мотивация учебной деятельности студентов.

В психологии под мотивацией понимают совокупность стойких мотивов, имеющих определенную иерархию, и выражающих направленность личности [1]. В данном контексте мотив является внутренним побуждением личности к тому или иному виду активности (деятельность, общение, поведение), связанному с удовлетворением определенной потребности [1].

Целью нашего исследования является сравнительная характеристика учебной мотивации студентов 1 и 2 курса лечебного факультета ВГМУ.